DOCUMENT RESUME

ED 437 297 SO 030 768

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TITLE	Our Friends from the Middle East: Grade 3. Fulbright-Hays Summer Seminars Abroad 1998 (Israel and Jordan).
SPONS AGENCY	Center for International Education (ED), Washington, DC.
PUB DATE	1998-00-00
NOTE	48p.
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	MF01/PC02 Plus Postage.
DESCRIPTORS	Area Studies; *Cultural Context; *Cultural Differences; Curriculum Development; Foreign Countries; Global Education; Grade 3; Middle Eastern Studies; Primary Education; *Social Studies; Student Educational Objectives
IDENTIFIERS	Fulbright Hays Seminars Abroad Program; *Israel; *Jordan

ABSTRACT

These 12 lesson plans for third graders feature key questions that examine various social and cultural aspects of life in Israel and Jordan. For example, in Lesson No. 2, the key question is: What is it like to live in a kibbutz?; in Lesson No. 10, the key question is: What are the messages that Arab tales teach children? Each lesson provides information on key concepts, objectives, materials, motivation, focus, procedure, evaluation, and follow-up. The lessons offer pictures, drawings, conversations, and other narrative texts that can help young students understand the social studies concepts presented. (BT)

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Our Friends From the Middle East:

Grade 3

ED 437 297

Lauren Marie Haggerty

Fulbright-Hays Seminar
1998

Israel/Jordan

SO 030 768

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Lesson # 1

Key Question: Where do our Middle Eastern friends live?

Key Concepts: Nation-State, Environment

Objectives: Students will be able to locate Jordan, Israel, and the United States of America on a map.

Materials: Large map of the Middle East, passports, planes, push pins.

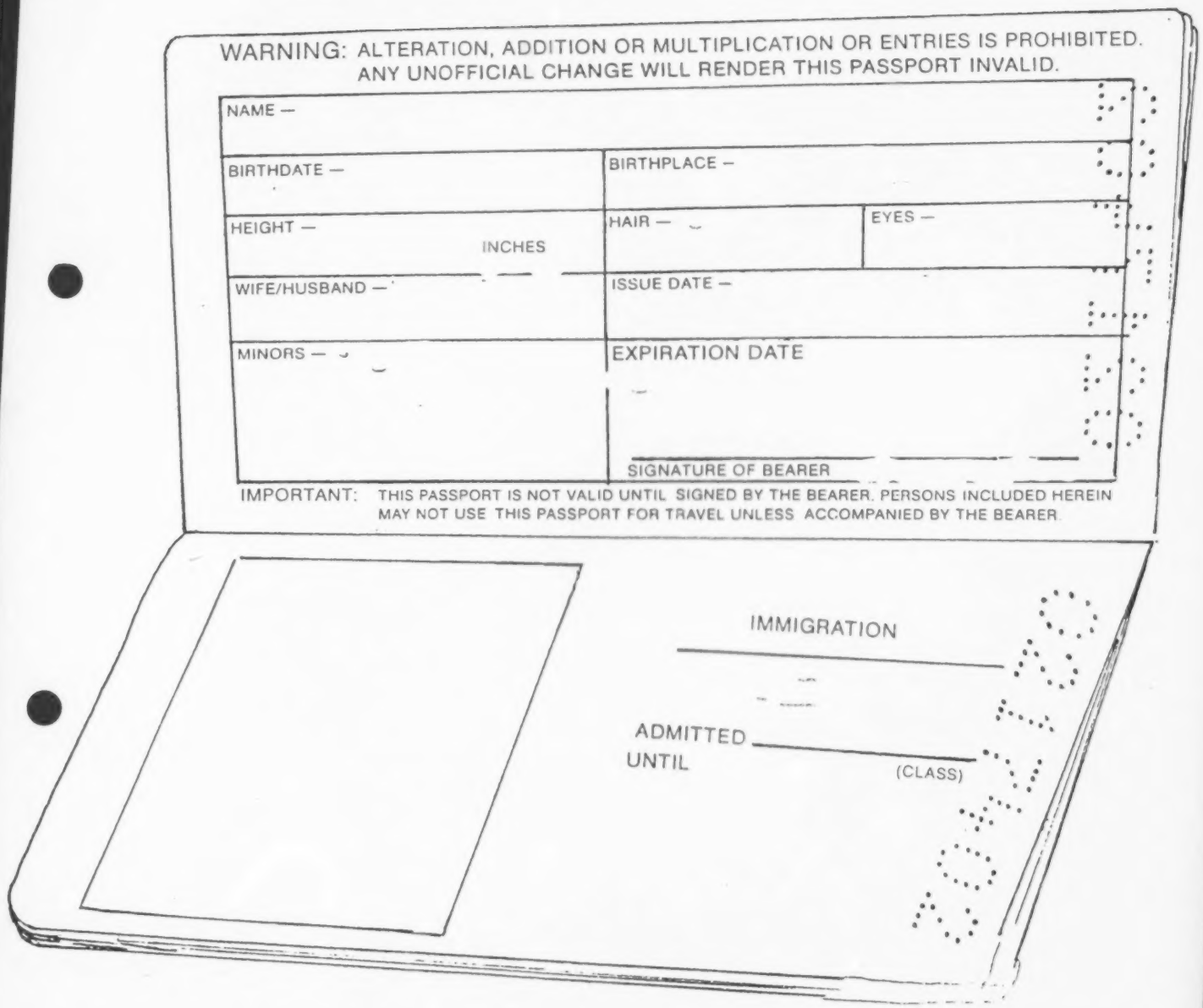
Motivation: We are taking a pretend trip, but first we must fill out our passports before leaving the country. Children write their name and draw a self-portrait on the passport.

Focus: Today I will show you the location of the two countries (Israel and Jordan) that we are going to visit.

Procedure: Teacher presents an overhead map of the seven continents. Israel, Jordan, and the United States should be outlined and labeled. Children should have a copy of the map in front of them. After the teacher points out each continent, she asks, "Who can find Israel? Jordan?United States?" After, the teacher models by coloring in the USA -red, Israel - blue, and Jordan -green. Students approximate the model. Using a large map outlined on butcher paper with the three countries painted in with their given color, children will take turns playing - "Pin the Plane on the Country". The three planes can be mounted on red, blue and green construction paper. Students will be given a blank map and asked to label Israel, Jordan, and the United States.

Evaluation: Students will be evaluated on their ability to locate Israel, Jordan, and the United States on a blank map.

Follow-up: Design a bulletin board entitled "Traveling the Middle East" Use the map, planes, and yarn to show the route that the children must travel to meet their friends from the Middle East.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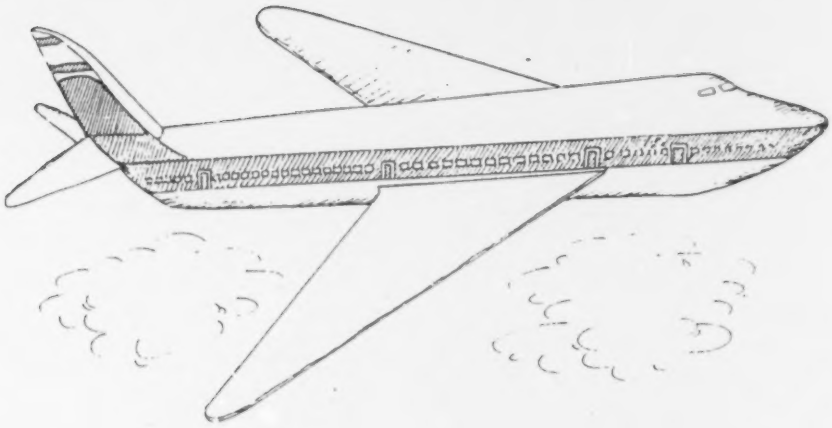

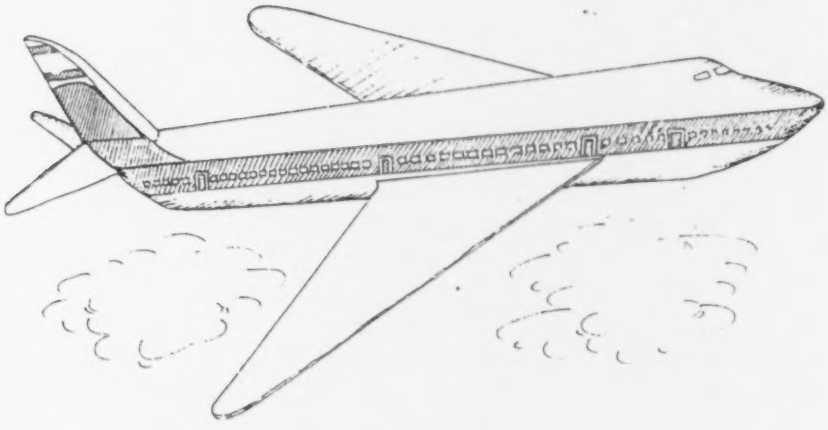

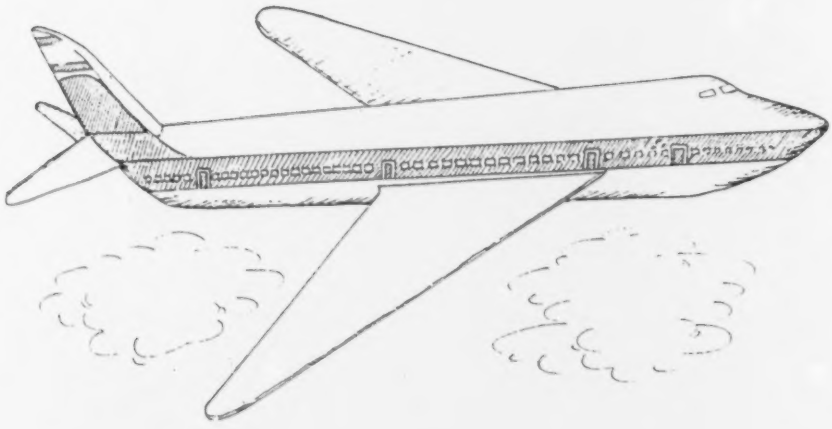

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Lesson # 2

Key Question: What is it like to be a child living on a kibbutz?

Key Concepts: Environment, Culture, Empathy, Nation-State.

Objectives: Students will compare an American child's life to the life of a child living on a kibbutz.

Materials: Teacher information sheet, slides, script, student worksheet.

Teacher Note: *A Visit to a Kibbutz* slides may be ordered by writing to:
Holyview Ltd.
Jerusalem P.O.B. 2497
Tel: (02) 225798

Motivation: Teacher will write the word Kibbutz on the board. "Does anyone know what a kibbutz is?"

Focus: Today we will learn about a boy your age who lives on a kibbutz..

Procedure: Teacher presents slide show while reading the script. She will elicit comments and questions from the children as she is presenting. After the presentation, ask "How is Danny similar to you?" "How is he different?" "What do you think it would be like to live on a kibbutz?" "Are there any draw backs to living on a kibbutz?" "Are there any advantages?" Teacher will split children in groups of four. Students will design an advertisement for Danny's kibbutz. The advertisement must include an explanation and description of a kibbutz.

Evaluation: Students will be evaluated on their ability to describe and explain kibbutz living, via the advertisement.

Follow-up: Students can design a map of Danny's kibbutz from his description.

Slide #1: General view of kibbutz

Hi! my name is Ivan and I live on a special place in Israel. It is called a kibbutz. "What is a kibbutz?" I am glad you asked. Kibbutz is a place where people live, eat, work, play, and of course enjoy life. It is a place where people live cooperatively, like one big family. Come and I'll tell you about my kibbutz and then you'll understand. There are about 250 families living on my kibbutz.

Slide #2: Modern living quarters

My family lives here. There is a living room, two bedrooms, a kitchen, and a bathroom. Did you notice that the kitchen is very small? This is because the kibbutz has a communal dining hall where everyone eats together. My mom and dad do not worry about cooking or groceries.

Slide # 3: Dining room

At about 6:00 P.M. every day I eat dinner with my family in the kibbutz dining hall. I eat breakfast and lunch here too.

Slide # 4: Plantations

Did I tell you we grow a lot of food on our kibbutz. We grown dates, grapes, bananas, olives and other vegetables.

Slide # 5: Cotton Harvest

The cotton ball fields remind me the snowballs I made when I visited New York. There's no snow here at all. Winter just has a lot of rain.

Slide #6: Chemical Industry

My mom works in the kibbutz clinic. My dad works here at the chemical factory. No one gets a salary for their work like they would in the city. Instead, every family receives money for their expenses. You might want to know how someone lives without a lot of money. On a kibbutz, it is easy to live without money. You go shopping, but instead of paying you write down how much you spent.

Slide # 7: Swimming pool

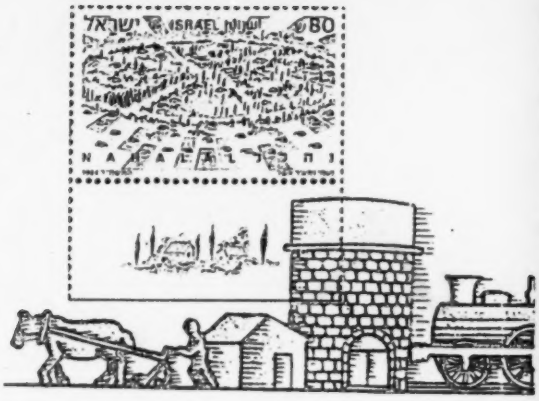
A lot of things that cost money in the city are free here: food, laundry, shoe repairs, movies, and even the swimming pool.

Slide # 8: Happy children:

I do love school, but it is hard for me to get up in the morning. I wake up at 6:30 A.M. School starts at 7:15 A.M. and ends at 1:30. I love to come home after school. Here I have games, books, CD's and a television. The only problem is, I have to do my chores and my homework before I get to have fun. I am going out to play with my friends now. I hope you enjoyed learning about the kibbutz.

Adapted from : "My Jewish Friends Around the World", Leah Bash.

Rural Life



About 10 percent of the population lives in rural areas, making their home either in the *kibbutz* or *moshav*, forms of agricultural settlement which were developed during the early part of the 20th century, or in one of the country's many villages.

The kibbutz was established as a social and economic unit in which property and means of production are communally owned and decisions are taken by the general assembly of its members. While demanding from its members responsibility and commitment to the community, the kibbutz provides them with their needs from infancy to old age.

Having come a long way from their pioneer beginnings when agriculture was their economic mainstay, kibbutzim are now diversifying their production branches, expanding into various kinds of industry and services. Although the kibbutzim constitute only 2.1 percent of Israel's population (in some 270 settlements), their share of the country's production far exceeds this proportion, as they grow some 36 percent of farm produce and manufacture about 8 percent of industrial output (excluding diamonds). Tourist facilities, catering and factory outlet stores have recently become an important part of the kibbutz economy.

The kibbutz, which has distinguished itself with its contribution to the establishment and development of the state, is today seeking ways to meet the challenges of modern life in the technological age, while maintaining its original egalitarian framework. While these adjustments have necessitated far-reaching changes, it is believed that this ability to adapt and compromise is the key to its survival.

The moshav is an agricultural village in which each family maintains its own farm and household.

Originally, cooperation extended to purchasing, marketing and the provision of community services; today, moshav farmers have chosen to be more independent economically. Approximately 450 moshavim, averaging about 60 families each and comprising some 3.1 percent of the country's population, supply a large portion of the total farm produce.

The villages are inhabited mainly by Arabs and Druze, making up about 15 percent of Israel's rural population and some 7.1 percent of the total non-Jewish population. Houses and land are privately owned, and farmers cultivate and market their crops on an individual basis. In recent years, as the villages expanded and agriculture became more mechanized, more people work either in local light industry or in nearby urban and rural centers.

The majority of the country's 110,000 Bedouin Arabs are no longer nomads. About 60 percent live in permanent settlements of their own; others follow their traditional way of life, although most of them stay in one location.

A Letter from Israel, Israel Information Center.

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Lesson # 3

Key Question: What does the students' town have in common with Tel Aviv?

Key Concepts: Environment, Culture.

Objectives: Children will compare and contrast the similarities and differences between Tel Aviv and their own town.

Materials: Haya's phone call.
1 large map of Tel Aviv enlarged from overhead to butcher paper.

Motivation: If you were to move the Israel, what new things would you have to get use to? If an Israeli was to move to America what new things would he/she have to get use to? Focus discussion on climate, language, customs, etc.

Focus: Today we will meet a young girl who lives in a city called Tel Aviv. She once visited America.

Procedure:

1. Three students will practice and act out scene for the class.

2. Teacher will show students various pictures of the sites that Haya talked about. Students will be given a map of Tel-Aviv and challenged to locate some of the special interest points introduced. Later, students can put the interest points on the larger map.

3. "What surprised you about this phone call?" "Have you visited similar places in our country?" Teacher will web responses. "Could you find anything about Tel Aviv that are different from the town in which we live?" "The same?" Teacher will web responses.

4. Each child will pick a similarity and difference and illustrate it on a large piece of construction paper. The teacher will collect and bind the illustrations into a book.

Evaluation: Students will be evaluated on their ability to find at least 1 similarities and differences between Tel Aviv and their home town. The book can be placed in the school library for other classes to enjoy.

Don't Worry You Will Love It. - Haya's Phonecall

Narrator: Sarah is a third grader from New York. Her parents are planning to move to Tel Aviv. Sarah knows nobody in Israel except for her cousin Haya. Haya was born in Tel Aviv and lived in New York for 6 months because of her father's business. Now Haya is back in Tel Aviv. She is trying to convince her cousin Sarah that she will love living in Israel.

Haya: Don't worry. When I lived in your country, everything seemed strange. I had to learn a new language and make new friends. I was not use to the food and the people. I had no idea what snow was! But, I got use to it. After awhile, it did not feel so strange anymore.

Sarah: What is Tel Aviv like?

Haya: It is kinda of like New York City, but not really. Tel Aviv is large and it has lots of people. There are cars all over the place. The buildings are so tall that sometimes I get dizzy when I look up and there are so many restaurants and stores that you can get lost real easy.

Sarah: It sounds just like New York. Why do you say, but not really?

Haya: Well Tel Aviv has the most beautiful beach that stretches out for nearly 4 miles along the Mediterranean Coast. It is very hot in the summer and most people spend their time on the cool beach. Also, there are more trees and grass in Tel Aviv than there are in New York City. I do not Tel Aviv has as many museums as New York City.

Sarah: Oh no! I love museums.

Haya: Wait. Let me explain. There is lots of stuff to do in Tel Aviv. There are lots of museums. I love to go to the Art Museum of Tel Aviv and the Museums of Rothchild Boulevard. There is a zoo and a safari in Tel Aviv.

Sarah: What else?

Haya: Well, I love the promenade. It is this area of greenery where you can buy the best tasting ice cream. My brother goes to the dolphinarium which is at the end of the park to skateboard.

Sarah: That sounds fun.

Haya: The highest building in the city is Shalom Tower. When you get here, I want to take you to the top of its thirty-seven floors. You can see a panoramic view to the whole city. There is even an ice-skating rink (made from artificial ice) on the roof!

Sarah: What is school like?

Haya: Well my class has about 35 students. Once a year we have a big field trip. My school books are written in Hebrew. Next year, we will start to learn English (even though I already speak it)and in sixth grade we learn Arabic.

Sarah: Wow, that is three languages!

Haya: We do not go to school on Friday and Saturday because of our holiday, but we do go to school on Sunday. After school, we go to the park, play video games, and do our homework, just like you. Don't worry, you will find that Israelis are very similar to Americans!

Narrator: Months later, Sarah did move to Tel Aviv. It took her a while to learn the language, and find her way around. However, just like Haya said, the strangeness did leave and she felt at home.

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Lesson # 4

Key Question: What is school life like for many Israeli children?

Key Concepts: Environment, Culture.

Objectives: Children will examine and present various aspects of school life for Israeli children.

Materials:
Come and Play, Israeli singing games, by Adi & Sulkin.
Into Israel, chapter two, p. 14-16 (enclosed).
The Funniest Stories, Shlomo Abas
Copies of primary math sheets written in English and Hebrew.
Photograph worksheet.
Teacher information sheet.

Teacher's Note: Please note the teacher information sheet. The multi-cultural nature of Israel's society is accommodated within the framework of the education system. Although the photographs are representative of the different types of schools in Israel, this lesson focuses on the state schools, which are attended by the majority of th pupils.

Children should be broken up into five cooperative groups. Five learning stations will be placed around the room (songs children sing, schedules they follow, subjects they learn, popular stories teachers read, and the type of school work childrn do). A parent can be at every center, guiding the children through each experience.

Motivation: Teacher will show students various pictures of Israeli classrooms. "What do you think school would be like for these students?"

Focus: Today you are going to learn what it is like to go to an Israeli school. You will discover what songs children sing, what schedules they follow, what subjects they learn, what stories their teachers read to them, and what type of school work they complete.

Procedure:
1. Teacher will review each center and her expectations for center work.

2. Students will move from center to center, listening to songs in English and Hebrew, examining schedules, reading

Hebrew stories that are translated into English, and completing Hebrew/English worksheets.

3. After completing each center, groups will fill in a Venn diagram comparing Israeli and American school days. Venn diagrams will be presented to the class.

Evaluation: Students will be evaluated on their ability to find at least 1 similarity and difference for each center.

School Life

Ziva's family came from Ethiopia to live in Natzeret Illit 9 years ago.

Here is Ziva: she is nine years old. She goes to Carmel School in Natzeret Illit.

The school day begins at 8:00am and ends at 2:30pm.

Nofar's father works in an office. He runs a transportation business. There are less than 5% unemployed in Natzeret Illit. Some of the new factories are:-

Phonecia Glass factory, Elite Chocolate factory, electronics and computer parts manufacturing.

Nofar is also nine years old.

Nofar's favourite subject is art.

THE EDUCATION SYSTEM

Kindergarten	3 - 5 years
State Primary	6 - 12 years
Junior	12 - 14 years
Secondary	15 - 17 years
Army, College, University	18 - 21 years

After School Activities:

After school activities are between 2:30pm and 3:30pm. They consist of football, basketball, art and playing musical instruments.

Subjects Taught in Primary School:-

Subjects taught in Primary School are Mathematics, Science, Languages, Local Geography, Art, Knowledge of the Bible, Gymnastics, Athletics, Music, Computers and Road Safety.

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A School Day

SCHOOL STARTS AT 8:00AM.
Most children travel to school by themselves. Children do not wear school uniform. Food is taken for break time. The teacher is often called by his or her first name.

3:30PM HOME.
When school lessons finish, children go home for lunch. After lunch they play and chat outside or go back to school to play football or other activities.

6 - 7AM BREAKFAST
Breakfast consists of fruit, cheeses, yoghurts and salad.

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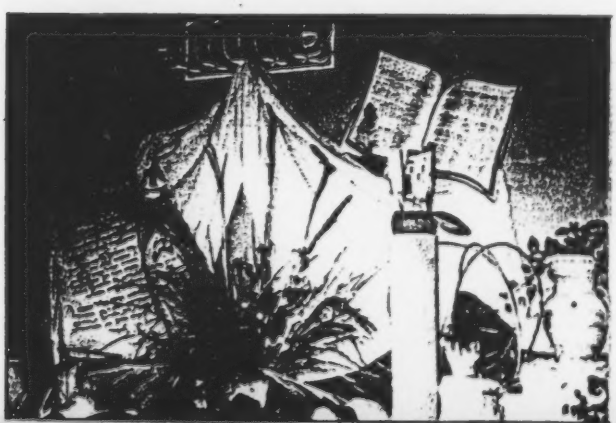
Art work at Carmel School is very exciting. This display shows the celebration of Shavuot, the Summer harvest festival.



ASSIGNMENT

1. There are many differences between an Israeli school and your school. Write down three main differences between them.
2. Is there anything you would change about your school day?
3. What do you think you would like most if you went to school in Nazereth Illit?

ישראל Israel 1.85
בצלאל אקדמיה לאמנות ועיצוב, ירושלים
70th anniversary of bezalel academy of arts and design, jerusalem
שלושים שנה למכון ויצמן למדע
ANNIVERSARY OF THE WEIZMANN INSTITUTE OF SCIENCE

Education

All Israelis, from preschoolers to senior citizens, benefit from a wide variety of educational programs. School attendance is mandatory from age 5 to 16 and free through age 18. Almost all three- and four-year-olds attend some kind of preschool program, though they are neither compulsory nor free.

The school system is based on the ongoing need to absorb and integrate new immigrants and educate children from different ethnic and cultural backgrounds – Jewish, Arab and Druze, religiously observant and secular. Accordingly, schools are divided into *state schools*, attended by the majority of pupils; *state religious schools*, which emphasize Jewish studies, tradition and observance; *Arab and Druze schools*, with instruction in Arabic and special focus on Arab and Druze history, tradition and culture; and *private schools*, which operate under various religious and international auspices. At high school level, students may select an academic, technological, agricultural or military framework. Individuals with special educational needs are accommodated according to their ability and handicap in the regular education system, with additional help, or at separate facilities.

To meet the requirements of the different types of schools, a wide range of programs and teaching materials are available in many subjects. Each year a special topic of national importance is chosen to be taught in depth, aimed at enhancing students' understanding and appreciation of values such as democracy, environmental conservation, the Hebrew language and peace.

The administration and financing of the education system is shared by the Ministry of Education, Culture and Sport and the municipalities. The Ministry is responsible for curricula, educational standards, teacher training and supervision of school personnel and school construction, while local authorities deal with school maintenance and acquisition of equipment and supplies.

HIGHER EDUCATION plays a pivotal role in the development of the country. Today 165,000 students are enrolled annually in Israel's institutions of higher learning, with about 64 percent attending universities, some 19 percent studying at various colleges and 17 percent participating in courses through the Open University. A wide range of programs – from bachelor degree to post-doctoral levels – in the sciences and humanities are available at Israel's eight universities, while the colleges offer academic courses as well as specialized training in fields such as elementary school teaching, music, art, fashion design and physical education. Additional tracks leading to vocational diplomas are available at several institutions.

ADULT EDUCATION. Tens of thousands of adults are enrolled in educational programs, some to improve basic knowledge and skills, many more to upgrade professional training, expand the scope of their learning and explore new interests. For new immigrants, special *ulpanim* offer intensive Hebrew language courses, usually of five months' duration, after which most newcomers can deal with everyday communication.

A Letter from Israel - Israel Information Center

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Snap Shots from schools around Israel

What do you notice?

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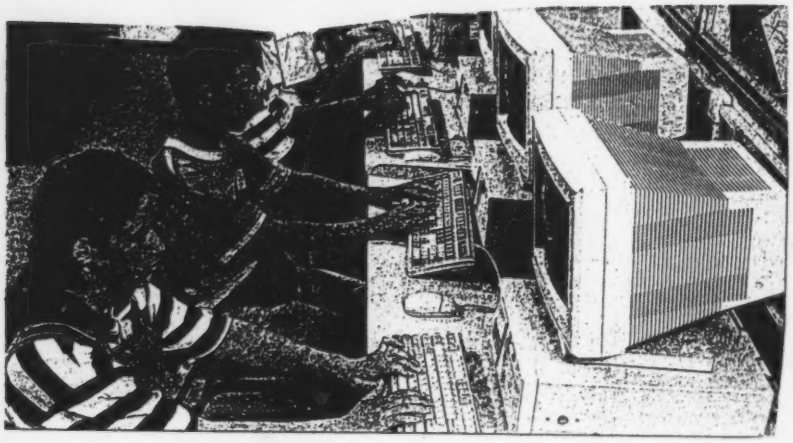

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Lesson # 5

Key Question: What are the similarities and differences in the lives of Islamic, Jewish, and Christian children living in Jerusalem?

Key Concepts: Environment, Culture, Identity.

Objectives: Children will compare the ways in which Islamic, Jewish, and Christian children are similar and different.

Materials: Tour of the Holy Land - Slides by City Lord.
Vignette

Teacher's Note: City of Lord catalogue can be ordered free of charge:
M.I.B Ltd., P.O.B. 18040, Jerusalem, Israel.
Teachers can also use photographs from books.

Motivation: "What holy places can you think of that are in our community?"

Focus: Today we will find out which places are holy sites in Jerusalem.

Procedure: Teacher will show slides while reading the script.
Teacher will ask, "If all the buildings are in the same community, what can be figure out about the community?"
Teacher will break students up into 3 groups and assign each group a role: Jewish child, Muslim child, and Christian child. Each group will become an expert on how each child lives through reading the vignette. The next day, the teacher will break students into groups of three. Each group will contain an expert about a Muslim, Jewish, and Christian child. Each expert will teach the other two members in the group. Teacher, "In what ways are the children similar?" "How are they different?" Children will cooperatively fill in a Venn diagram. Teacher, "In what way are all children alike?" "Why do you think each religious group lives in a separate part of the Old City?" "Should this change?"

Evaluation: Students will be evaluated on their ability to find at least 2 similarities and differences among Islamic, Jewish, and Christian children.

Slide 1: The Jewish Quarter: Many Jewish people live in this section of the old city.

Slide 2: Western Wall: Many people go to pray at the Western Wall which is part of the oldest holy temple for the Jews.

Slide 3: Dome of the Rock: The second holiest place for Moslems. According to the Koran, this is the place from where Mohammed went into Heaven.

Slide 4: Church of the Holy Sepulchre: The place where Christians believe Jesus' body was laid to rest. Christians believe that Jesus rose from the dead in the place where this church was built.

Jewish Child:

My name is Arie Shoval. I am Jewish and I was born in Jerusalem. In Israel, most businesses close Friday afternoon for Shabbat, the Jewish Sabbath. I must hurry home from school to help with the cooking and cleaning. My mom is not allowed to cook on the holy day, so she must do all the cooking before the sun goes down. When my dad comes home from work, we light the candles and go to the Western Wall to pray. Sometimes I write my prayers on a piece of paper and stick them in between the stones of the wall. On Saturdays, I go to temple and read the torah. Most businesses reopen at sundown on Saturday. My cousin who is 15 is lucky, he gets to go to the movies with his friends, when the sun goes down. Living in the old city is really cool because when people dig, they find things that date back thousands of years ago. Sometimes I get scared to walk in the Old City because there are many soldiers with guns. There were many wars in Jerusalem.

Muslim Child:

My name is Jemal. Religion is very important to me and my family. Our holy day is on Friday. We go to the Dome of the Holy Rock to pray. I have a special prayer rug that I lay on the floor and I say a few lines of the Koran with my father. The afternoons are free time and in the evening my family eats a special meal together. Sometimes my grandma makes the meal. I love to walk around the Old City. Many street stalls sell felafel on slices of pitta bread. Felafel is a yummy ball of ground chick peas and spices. I hope that peace lasts. Today, people are allowed to visit their holy places.

Christian Child:

My name is Mary. Our holy day is on Sunday. My family and I get up early and go to church. I love to go to the Church of the Holy Sepulchre because of the pictures, sculptures, and music. After church, we have a special meal together. My mom says that Sunday is a day that we spend as a family. It is my favorite day of the week. Walking around the Old City is fun. It can get crowded so I always hold my mom's hand. I love baklava. This is a sweet, puff pastry with honey and nuts, which is sold from stalls in the streets. We hope that peace will last.

Lesson # 6

Key Question: How is Middle Eastern Food similar and different from American Food?

Key Concepts: Environment, Culture.

Objectives: Children will compare and contrast "common" Middle Eastern and "common" American dishes.

Materials: Seven Species coloring sheet, advertisements, menus, worksheets #1-4 (taken from Alternatives in Religious Education, F. Boroztez)

Teacher's note: The big book Seven Species can be made by blowing up each picture from the coloring sheet. The teacher should color each species the appropriate color, label, and glue each page on to construction paper.

Motivation: After the children recorded the meals that they had eaten for three days and the time they ate each meal, teacher will present data, using a picture graph.

Focus: Today we will compare what children from the Middle East eat and what we eat.

Procedure:

1. Teacher will elicit how the environment affects the types of food people eat. Teacher will show the big book Seven Species. What can we predict that many Middle Eastern dishes are made from? Children can color in the "Species Sheet".

2. Teacher will show students various pictures of the different type of food sold on the street and pictures of typical Israeli style self-serve breakfast in a hotel. Pictures can be obtained from most travel brochures and travel books.

3. Children will work in cooperative learning groups to complete worksheets # 1-4.

4. Teacher will give students a traditional Middle Eastern menu. Using pictures from a Middle Eastern cook book, she will describe each dish. Children will "order" the dishes they are interested in trying.

5. Teacher will pass out copies of various fast-food advertisements written in both Hebrew and Arabic. "Can you

identify any of these restaurants?" "What influence does American culture have on Middle Eastern culture?"

6. Teacher will review all of the activities the children did during the week. Using a Venn diagram, cooperative groups will compare how Middle Eastern food is similar and different to American food. Each group will present to the class.

Evaluation: Students will be evaluated on their ability to find at least 5 similarities and differences between Middle Eastern and American foods.

Follow-up: Students can create a necklace of Israeli fruits, using figs, dates, nuts, grapes, etc. using a large yarn needle and string. (Adapted from Frances Borovetz)

Students can make a traditional Middle Eastern salads (humus, eggplant salad, and/or tabouli). Parents can be invited to sample salads with pita bread.

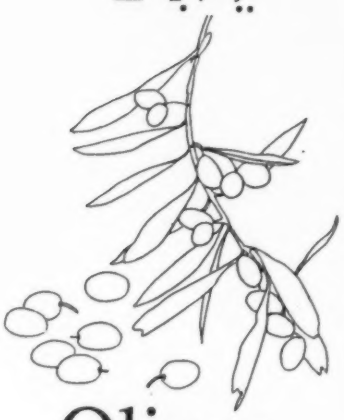
חִטָּה

wheat

תְּמָרִים

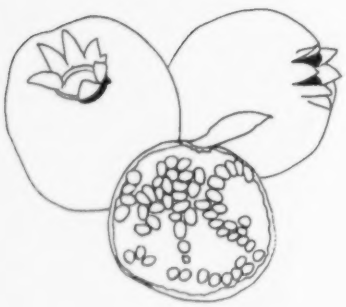
Dates

זֵיתִים



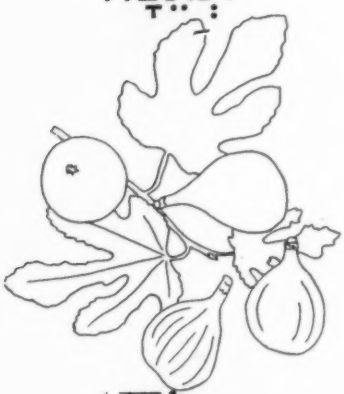
Olives

רִמּוֹן



Pomegranate

תְּאֵנָה

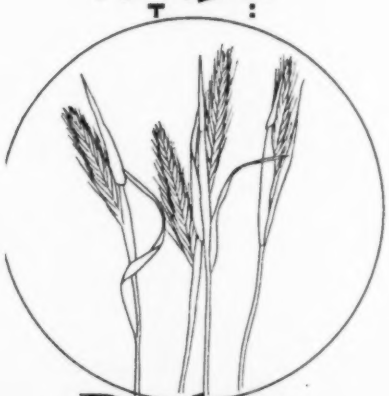


Fig

גֶּפֶן

Grapesvine

שְׂעוֹרָה



Barley

Worksheet #1

WHAT GROWS IN ISRAEL?

Find and color 10 fruits and vegetables that grow in Israel.

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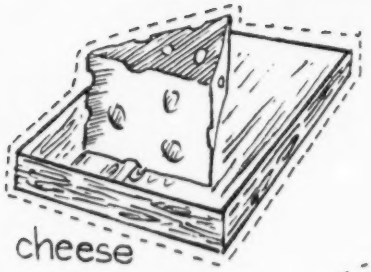
#2

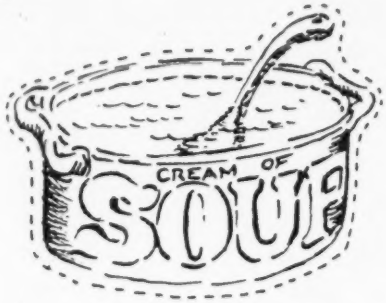
Breakfast Foods

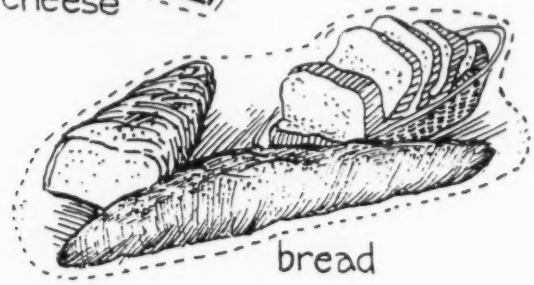
Color those foods which are eaten in Israel for breakfast. Cut out and paste them where they go on the page marked "Breakfast Time."

cucumbers and tomatoes

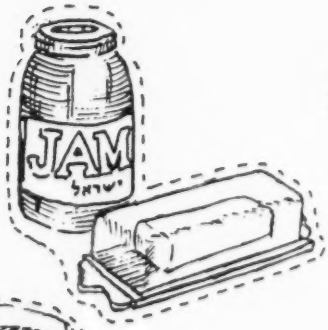


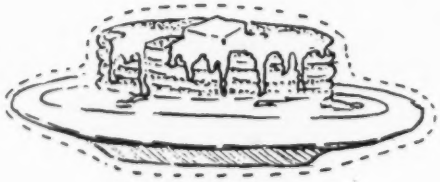
cheese



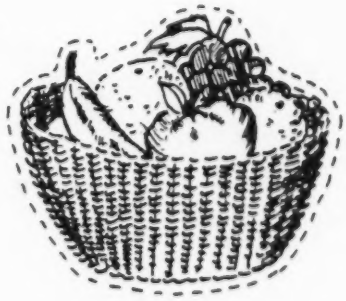


bread





pancakes



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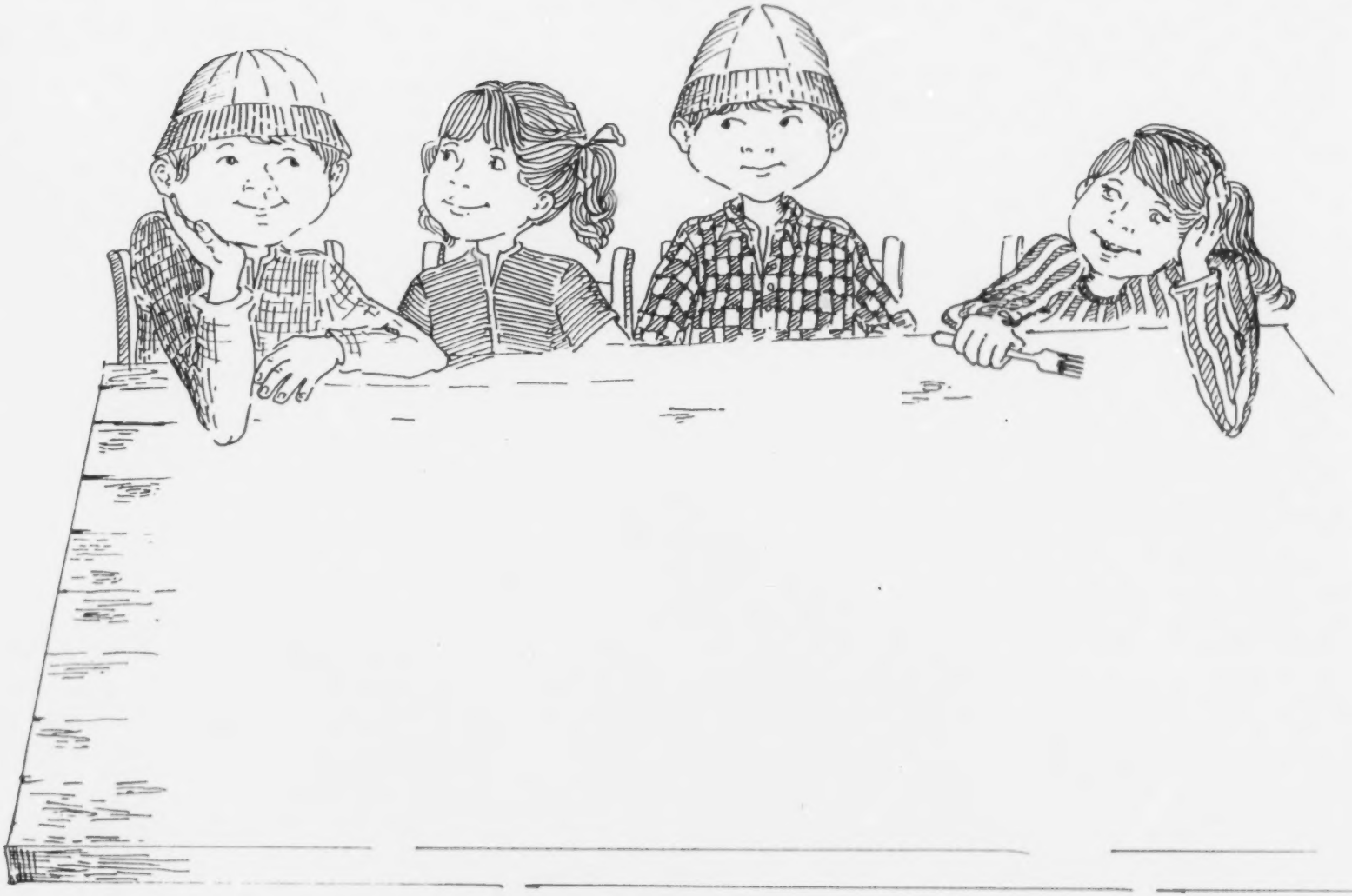
Breakfast Time!

#3

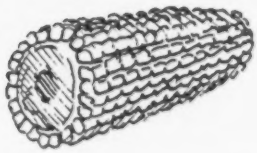
Give the children an Israeli breakfast.

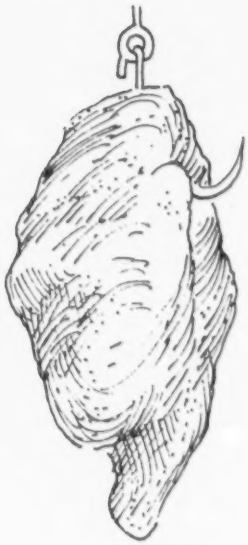


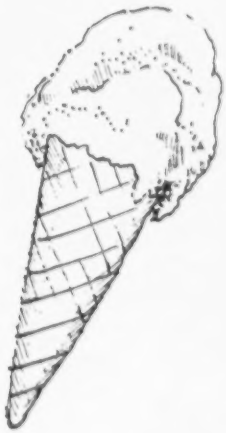
#4

Food Sold On The Street

Color all the foods that are sold on the street in Israel.







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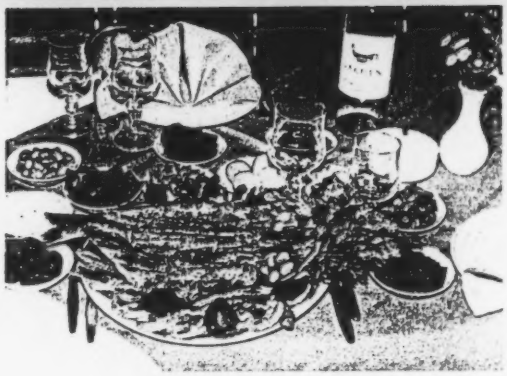
Shipudei Hagefen



STYLE: ISRAELI & MIDDLE EASTERN

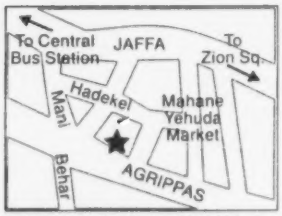
APPEARANCE & AMBIENCE: A lively, bright ambience, with spacious seating. Service is quick and obliging

KOSHER? Rabbinate supervision.

OPEN: Sundays to Thursdays from noon till midnight. Fridays closed. Saturdays from after end of Sabbath till 1 am.

CREDIT CARDS: All major cards accepted.

ADDRESS: **74 AGRIPPAS STREET (near Mahane Yehuda Market). Tel. 6244888, 050-400533. Tel/fax 6243030.**



A partial list • prices in shekels • prices do not include service

First Courses

Fried kubeh	18.00
Stuffed vine leaves	18.00
Stuffed vegetables	18.00
Moroccan cigars	18.00

Soups

Vegetable soup	14.00
Bean soup	14.00
Kubeh soup	14.00

Salads

Hummus and mushrooms	18.00
Hummus or tehina	10.00
Eggplant	10.00
Green salad	10.00
Turkish salad	10.00
Coleslaw	10.00
Tabouli	10.00
Corn, beetroot or carrot	10.00
Mushroom	16.00

20% DISCOUNT At Lunchtime

MAIN DISHES

All main dishes served with salads and French fries

Meat

2 skewers of chicken	55.00
2 skewers of chicken hearts	55.00
2 skewers of udder	55.00
2 skewers of beef	55.00
2 skewers of lamb	65.00
2 skewers of fillet	65.00
1 skewer of goose liver	75.00
HOUSE SPECIALTY — skewers of goose	60.00
Full mixed grill	55.00
Beefsteak	55.00
Chicken livers	55.00
Kebab	55.00
Chicken steak	55.00
Fillet steak	75.00
Cutlets	75.00

Fish

St. Peter's fish	75.00
Grey mullet	75.00
Trout	75.00
Sea bream (Denis)	75.00

Desserts

Baklawa	10.00
Fruit of the season	10.00
Ice cream	10.00
Cakes	10.00

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Lesson #7

Key Question: What are some interesting sites to visit in Jordan?

Key Concepts: Culture, Environment.

Objectives: Children will be able to identify the importance of various sites in their own communities and in Jordan.

Materials:
1. Slides "Hashemite Kingdom of Jordan" and "Petra"- Can be ordered through Kodak company.
   or
   Art and History of Jordan, by Francesca Casule, 1998.
2. Script
3. Brochures

Teacher's Note: Art and History of Jordan, has color photos of all sites introduced in the slide script. Brochures can be ordered free by writing or calling the nearest Jordan Embassy.

Motivation: "If a child from Jordan was coming to the United States, what places would you take this visitor to?" Teacher will web responses. "If you could only take the child to three places, which would you chose? Why?" Children will vote for the top three.

Focus: "Today, we will take a pretend trip to Jordan. I will show you six places, but we let's pretend we only have time to visit three."

Procedure:
1. Teacher will show slides while reading the script. She will elicit questions and comments.
2. Teacher will divide the class into six groups. She will give each group a copy of the script, and travel brochures. Each group will be instructed to read their site description and look through the brochures.
3. Each group will create a mock commercial to advertise their site.
4. When commercials are finished, children will vote for their top three choices.
5. "How are some places in Jordan similar and different from our community?"

Evaluation: Students will be evaluated on their ability to imagine that they are in Jordan and to write letters home describing what they have seen and learned during their visit.

Slide 1: Amman - General View-

Hi! My name is Sabtain and I am here to tell you about Jordan. Amman is a large city where car horns always blow, however, five times a day, the beautiful call to prayer often drowns out the horns.

Slide 2: Jabal Hussein

My house is actually located in Jabal Hussein. This is a very modern suburb, with American-style fast food restaurants.

Slide 3: Roman Theater:

is the most amazing historical sites in Amman. It was built at about 154 CE and can hold 6,000 spectators!!!

Slide 4: Mosque:

This is were I pray. Many of my friends are also Islamic. Some of my friends are Christian and they pray in a church.

Slide 5: Amman down town:

Many of the yummy foods in Amman combine the Bedouin and Palestinian heritages. Abu Saleh is my favorite restaurant. It serves shawerma, sfieha (Arabic pizza) and manaish (bread baked with olive oil and spices).

Slide 6-9: Desert Castles:

You may not believe me when I tell you this, but in the eastern and central hills of Jordan, there are many ruins including castles, forts, towers, and fortified palaces which are known as desert castles!

The medieval castles at Kerak and Shobark, are authentic 12th century Crusader fortresses.

Look at the towers, chapels, and ramparts. These are over 600 years old!

Slide #10: Wadi Rum Desert:

I love to visit the Wadi Rum desert, but I do not get to go that often because it is a long distance from my house and it is very hot. Today, the desert is the home of many Bedouin tribes. I have visited the Wadi Rum only two times. My dad likes to camp, so he and I have climbed theses cliffs and studied the rock formations. The first time we went, we took a tour in a four-wheel-drive, with a Bedouin guide who knows the area. My dad feels he gets back to his roots when he is in the Wadi Rum. I think I understand what he means.

Slide 11: Aqaba:

Aqaba is a fun place to vacation, however, sometimes it can be expensive. Although Aqaba is very, very hot, it has many fun things to do. Many people go to the beaches. I like to snorkel. My older sister likes to scuba dive and water ski. I am still too young to do that. One day, I hope that I will be able to wind surf.

Slide 12: Jerash:

North of Amman is the old Roman city of Jerash. Can you believe that this city dates back from the 1st Century B.C.! I have been to Jerash with my parents and on a school trip. My teacher explained to us that there are original temples, theatres, plazas, bathes, and streets. In the summer, my parents always bring me to the Jerash Festival. I love to watch the musical, theatrical, and dance groups from all over the world, while I get to sit in ruins of the old theatres!

Slide 13: Petra: El Khazneh

My mom tells my sister and I that the most famous attraction in Jordan is the city of Petra. I can see why! More than 2,000 years ago Bedouins from Arabia created Petra as a fortress city out of a few caves. El Khazneh was carved out of the solid rock from the side of a mountain. It is almost 140 high and 90 feet wide.

Slide 14: Roman Solider Tomb:

I love to ride the camel when I go into Petra. Can you figure out why they call it the rose-red-city?

Lesson # 8

Key Question: What is it like to be a Bedouin child?

Key Concepts: Environment, Culture, Empathy, Nation-State, Scarcity.

Objectives: Students will write a letter which compares a day in the life of a Bedouin child and a day in the life of an American child.

Materials: Teacher information sheet, small model of Bedouin tent, slides, script, letter, and paper cut-outs of village.

Teacher Note: Before presenting this lesson, read the teacher information sheet to familiarize yourself with the main aspects of traditional Bedouin culture. It is important to note that not all Bedouins share the same way of life. Many Bedouins have moved to large cities and have adapted to a more "Westernized" culture, while still maintaining many of their traditions. A small model of the tent can be made with fabric and popsicle sticks. Slides may be order by calling or writing:

Holyviews Ltd.
Jerusalem P.O.B. 2497
Tel: (02) 225798

Motivation: Teacher will show a model of a Bedouin tent and explain that it is a home that some people live in. What type of climate do you think that this tent might be found? Why?

Focus: Today we will learn about a group of people called Bedouin.

Procedure: Teacher presents slide show while reading the script. She will elicit comments and questions from the children as she is presenting. After the presentation, teacher will ask, "How is Fatma similar to you?" "How is she different?" "How do you think you will answer her letter?" Teacher will web responses. Students will work independently to answer her letter.

Evaluation: Students will be evaluated on their ability to find similarities and differences between Bedouin way of life and American way of life, via the letter.

Follow-up: Students can design a Bedouin village using paper cut outs. Students and teacher can design a large Bedouin tent using sheets and broom sticks.

Slide #1: Three Bedouin girls in traditional dress.

Hi! my Name is Fatma and I am eight years old. I am standing in the middle of Aisha, my best friend and Eida, my sister. I will tell you a little about the way I live. First, I am wearing a long dress called a thaub, it is embroidered with pink and yellow flowers. I do not always wear this type of clothing sometimes I wear pants and a tee-shirt just like you. I live in the desert. During the day it is hot, but at night it is cool.

Slide #2: Flock of sheep and goat

Before school I herd our flock of sheep and goats out of their corral and down the hill to gaze in the near by valley. My sister has a easy job because she is younger. She feeds and waters the kid goats. What type of chores do you do at home?

Slide # 3: A man with a camel

Our camel Beco helps us carry things. My dad makes jokes that he moves too slow, so he bought a truck. Each June when the weather becomes too hot for the animals we load out our belongings and animals on the truck and look for a cooler place with water. My dog ghada does not like to ride on the truck, he prefers to walk next to Beco. Do you have any animals? How many times have you moved with your family?

Slide # 4: Bedouin Tent

This summer my family has expanded to three tents - one for each of my two married brothers, and one for my parents, myself, and my younger sister. In the summer, we use tents made out of burlap because it is cooler. I think it is really neat to live so close to all my family members. I am never lonely because there is always someone around to talk to. I especially like living in the tent in the summer. When my parents think I am fast asleep, I open my eyes and stare at the stars. Sometimes I wonder if a child from far way is looking at the same star I am. My brother tells me when we are having day, the children in the United States are having night. That is still hard for me to understand. Does that make sense to you?

Slide # 5: Arab making bread

After I leave for school, my mother bakes bread. She plucks a ball of dough off a tray and tosses it from one palm to other, until it becomes large enough to throw over the saj. The saj is a metal bowl turned upside down on three stones over a fire. After a few seconds, the bread is ready to eat. It is so delicious. Does your mom or dad cook anything that you really love to eat?

Slide #6: Bedouin Harvesting:

I guess I should explain. Bread is make from the wheat that my family grows. My mom says that at the rate I eat her bread, we may have to harvest more wheat. I know she is only teasing me.

Slide # 7: Bedouin Man

This is my father. He is seated on a mattress stuffed with wool from our sheep. He wears a flowing white halta, folded into a triangle. It is held down by a ring of thick black cord called aqal. He sips miramiya, a sweet tea flavored with sage. He always asks me what I did in school. He does not like when I answer, "nothing.", so I usually have to explain everything I did. I think he enjoys listening to me speak.

Slide # 8: Bedouin children at school:

There are 716 children who go to my school from surrounding Bedouin villages. Since I am in the third grade, I learn Arabic. Next year I will learn to speak English. In my village we do not have electricity, but in my school we do. This means that I sometimes get to use the computer in school. I enjoy school, but I really think homework can be a drag because I am not allowed to play with Aisha until I finish all my homework. I work hard in school and I hope to go to the University someday. What is school like for you?

Slide # 9: Children playing

But for now, I am going to enjoy my summer vacation. We have off from July 1st to September 1st. Please write me. Bye.

Adapted from information from Insights into Jordan.

Dear Fatma,

I enjoyed learning about your way of life. We are similar is many ways.

First,_____

_____

Second,_____

_____

_____.Finally,_____

_____

_____.

We are different in someways. First, _____

_____.

Second,_____

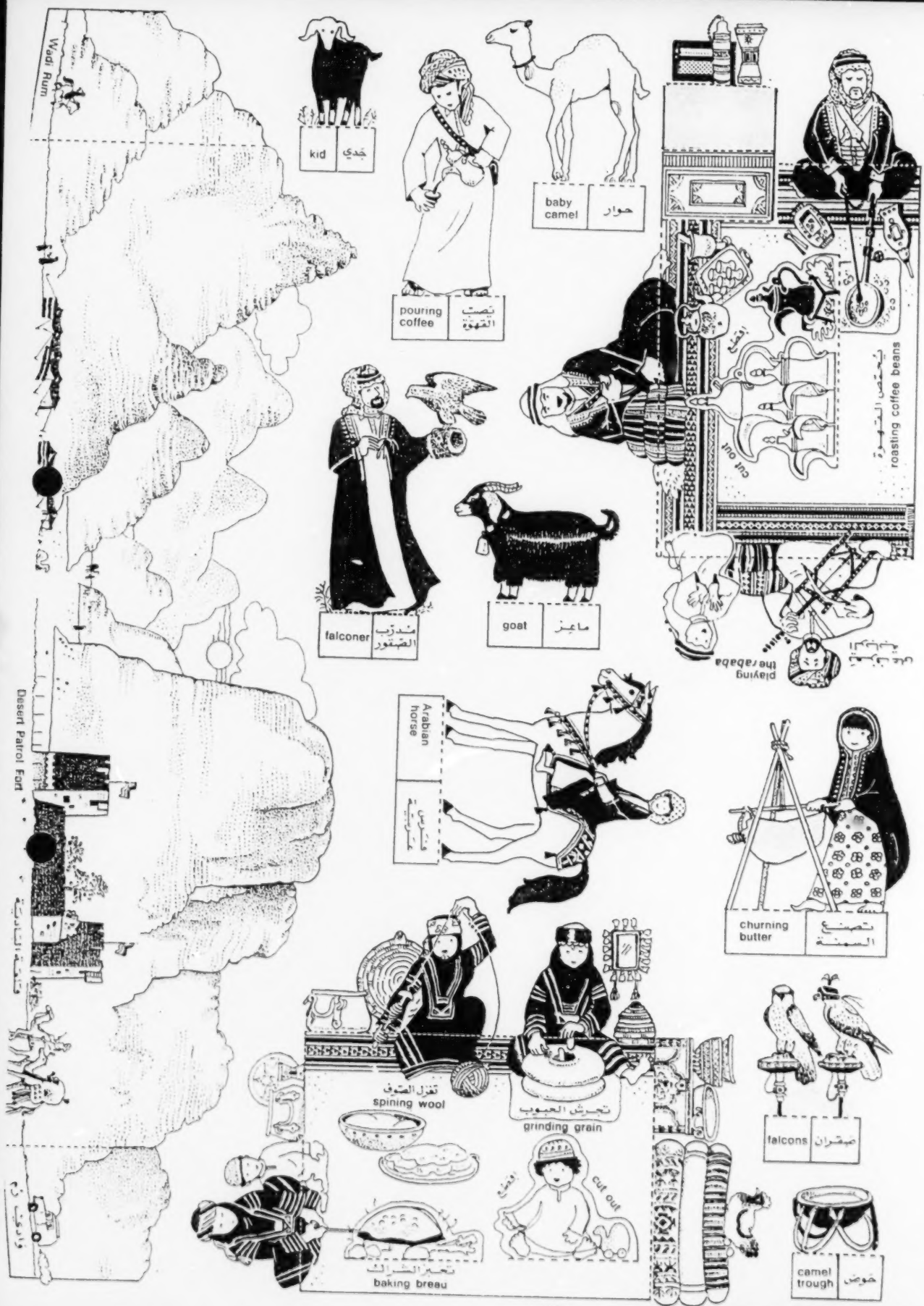
_____.

Finally,_____

_____.

It was interesting learning about you.

Your friend,



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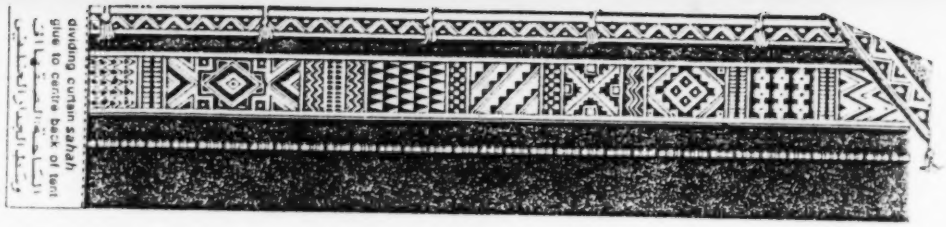
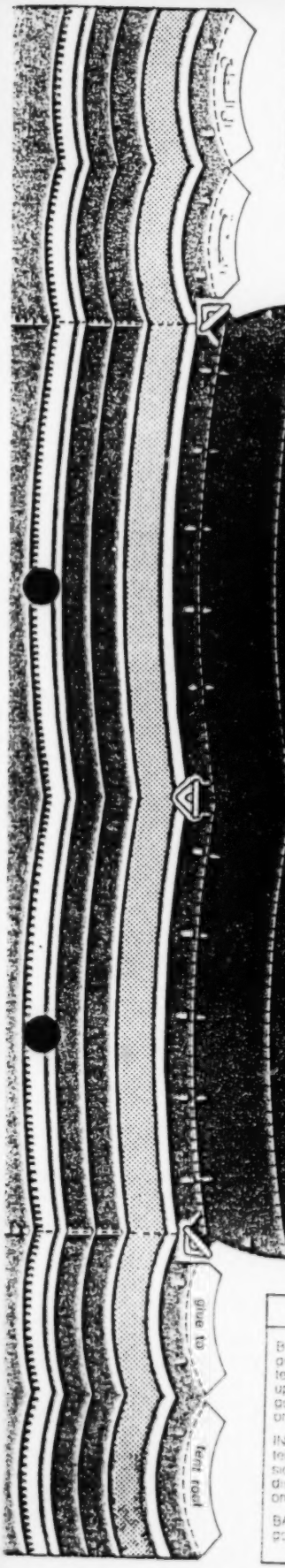
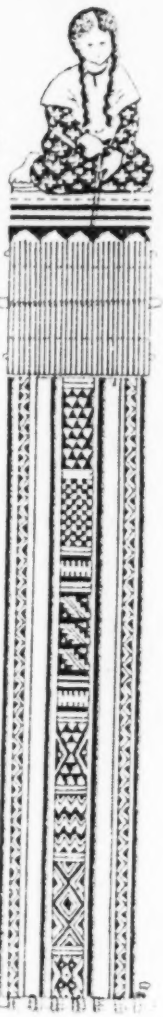
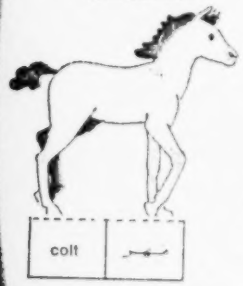
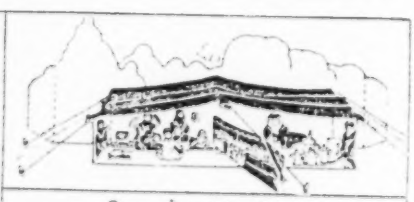








weaving a rug تجلب بجاجا

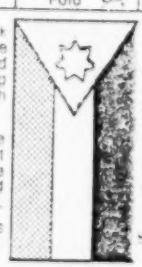


BEDOUIN TENT *BAYT AL SHA'AR*

Bedouin tents are made of woven strips of black goat hair sewn into two units: roof and wall. The tent is joined together with large wooden pins held up by wooden poles and stretched tight by long guy ropes. Our tent is a small one-family tent with only nine poles. A sheikh's tent is much larger.

INSTRUCTIONS TENT : Score dotted line, fold, glue tent sides to roof. Glue women's quarters in left side of tent and men's in right side. Glue the dividing curtain to separate them. FIGURES : Fold one half of base backward and the other forward.

BACKGROUND : Colour the Wadi Rum mountains golden and pink and place behind tent.



بيت الشعر

تصنع بيوت الشعر من أشرطة محبوكة من شعر الماعز الأسود بحالته هذا لتؤلف وحدتين : السقف والجدران. وتجمع بيوت الشعر ببعضها بالأقمطة خشبية كبيرة وتركز على أعمدة خشبية وتشد بحبال طويلة.

بيت الشعر هذا صغير ويرتبط على تسعة أعمدة فقط. وبيت شيخ القبيلة أكبر من بيت باقي الناس.

التعليمات - بيت الشعر : خز الورقة على الخطوط المنقطة واطوها. ألصق السقف بالجدران. ألصق بخيمة النساء في الجهة اليسرى داخل البيت وألصق خيمة الرجال في الجهة اليمنى. ألصق الساحة الفاصلة بينهما.

الرسوم : اطو نصف القاعدة إلى الخلف والنصف الآخر إلى الأمام.

الخلفية : لون جبال وادي رم بالذهبي والوردي واللصقها وراء بيت الشعر.

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Lesson #9

Key Question: What are some Arab traditions?

Key Concepts: Culture, Interdependence

Objectives: Students will be able to identify traditions of Palestinian-Arabs

Materials: Sitti's Secrets by Naomi Shihab Nye, Sitti's tradition sheet.

Teacher Note: Sitti's Secrets is a NCSS-CBS Notable Children's Trade Book. It describes the special relationship that develops between a young Arab-American girl and her Palestinian grandmother after they meet for the first time. Please note that before this lesson is taught, children should have examined the traditions of their own families.

Motivation: Teacher will show the book cover of Sitti's Secrets and elicit predictions about the subject of the book. Predictions should be recorded on chart paper.

Focus: Today will see how close your predictions are. We will also learn about some traditions of an Arab family

Procedure: Teacher will read the story as students confirm and change their predictions. Using the think aloud method (see enclosed explanation) children will comment on Arab traditions. Teacher will elicit how some traditions may be similar and different to what the children are use to. Teacher will lead discussion: "If Sitti was present in this room, what questions might you ask her?" "Who thinks they can find where Sitti lives on the map?" "Who thinks they can find where Mona lives?" "What is the main problem of the story?" "Mona talks about some special things or traditions that make up the way her grandmother eats, dresses, and works. Who can remember?" Teacher prompts students with visual cues from the book. On chart paper, the teacher presents six sentences that describe Sitti's traditions (see sheet enclosed). Using a choral reading method, children read each sentence. Teacher hands out tradition sheet, and students draw each tradition

Evaluation: Students will be evaluated on their ability to identify six Arab traditions through brainstorming and matching traditions with pictures.

Follow-up: Children can cut up pictures and traditions and play concentration.

We carry home fresh
milk in Sitti's little tea
pot.

Sitti eats cucumbers for
breakfast, with yogurt
and bread.

Sitti bakes big, flat
bread in a round old
oven.

Adapted From Sitti's Secrets

Some days we stuff
little zucchini squash
with rice for dinner.

We like to watch
women of the village
walking from the spring
with jugs of water on
their heads.

Sitti wears a scarf on her
head.

Adapted from Sitti's Secrets

Lesson # 10

Key Question: What are the messages that Arab tales teach children?

Key Concepts: Culture, empathy, environment

Objectives: Students will be able to identify the messages from Arab tales. Students will be able to compare the messages from Arab and American fables.

Materials: Books of American fables, Animal Tales from the Arab World, by Denys Johnson-Davies.

Teacher Note: Animal Tales from the Arab World, by Denys Johnson-Davies, is a collection of stories of wise, foolish, and proud animals. It brings together the best animal tales from the Arab world. Some of the stories are funny, others are sad, but they all send messages to children. This lesson would be most successful if children are first introduced to the fable genre through American fables. Once children understand the concept of fable, fables from many different cultures can be studied.

Motivation: Teacher will review story maps of American fables read in class. She will emphasize that the stories the children read had a special message.

Focus: Today we will be reading fables that children in countries like Jordan read in school.

Procedure:

1. Teacher will pair up students into 7 groups. Each group will have an assigned tale to read.

2. Each group will complete a story chart which summarizes the setting, characters, events, resolution, and special message of the story.

3. Each group will turn the tale into a script that could be performed for classmates.

4. After practicing the script, each group will perform the tale for the group. The audience will define the special message.

5. Teacher will elicit how these fables are similar and different from American fables.

Evaluation: Students will be evaluated on their ability to identify the message of one tale.

Lesson # 11

Key Question: How do natural resources affect the products Arab children learn to make?

Key Concepts: Culture, Environment, Interdependence, Scarcity, Technology.

Objectives: Students will draw conclusions about Arab technology, culture, and natural resources after examining various crafts from the Arab world and reading Handicrafts from the Arab World.

Students will explain how natural resources affect the production of goods.

Materials: Handicrafts of the Arab World. Butterfly Books. Librairie du Liban, 1988.

Teacher Note: Handicrafts of the Arab World helps children understand the difference between craftspeople and factories; the role natural resources play in the Arab world.

Motivation: Teacher will place various Middle Eastern crafts (pottery, rugs, glass, metals, baskets, wooden objects, clothes) around the room. Pictures fr m books may also be used. After children examine each craft/picture, the teacher will elicit predictions concerning what each craft was made from and how each craft was made.

Focus: Today will learn how people in the Arab world use nature to make things. Also, we are going to use nature around us to make our own crafts.

Procedure: 1. Using the Think-Aloud Method, the teacher will read Handicrafts of the Arab World. The teacher will make comments such as, "That makes sense. A crafts person takes a long time to complete her work, because she must use her hands and special tools." "They use what they find in nature to make their crafts. We do the something where we live." Teacher will cite examples of products made from natural resources indigenous to the area in which he teaches. Teacher will question children. "What types of materials do Arab craft-people work with?" "Why is nature so important in the making of products?" "Can you think of other crafts that can be made with these materials?"

2. Children will work in groups to fill in information grid, using a check system. Teacher will ask, "I wonder why most of these

crafts are not made with water?" "What does this tell us about the amount of water in the Middle East?"

3. Teacher and students will go on a natural resource hunt, collecting various samples of indigenous materials from nature. "What type of materials did you find? How are our natural resources different from the Arabs' natural resources?" Teacher will record responses.

4. Students will make various crafts to display in a "Natural Resource Craft Museum" Teachers may look in craft books to find ideas on how to use materials indigenous to their area. After children have made their crafts, they will write a sentence caption explaining the natural resources used to make their craft and how natural resources affect the products that people make.

Evaluation: Students will be evaluated on their ability to express how natural resources affect the goods that people produce.

Follow-up: Invite other classes to the museum. Have students explain how Arabs use their natural resources and how the children used their natural resources to create their crafts.

	Made with water	Made with materials found in the ground	Made from trees	Made with sand	Made from wool
Pottery					
Glass					
Metals					
Baskets					
Wooden Objects					
Clothes, Rugs, Tents					

Lesson # 12

Key Question: What is it like to be a child living in Amman?

Key Concepts: Culture, Environment.

Objectives: Children will be able to identify the similarities and differences between a child's life in Jordan and a child's life in America.

Materials:
1. Ghada's letter with photos
2. Response to Ghada's letter.

Motivation: Let's review at the web we have made about Jordan. Using this information about climate, religion, and customs, what do you think it would be like to be a child living in Jordan?

Focus: "Today, we will see how close your predictions really are."

Procedure:

1. Teacher will hand out Ghada's letter. As children read the letter, she will elicit comments and questions.

2. "What surprised you about Ghada's life?" "How is your life similar?" "How is it different?"

3. Children will write to Ghada. Explaining the similarities and differences. Children will also list any questions they still have.

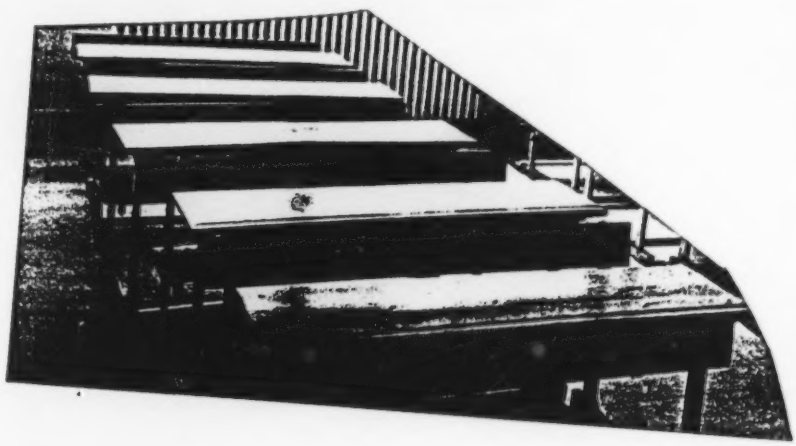
Evaluation: Students will be evaluated on their ability to find similarities and differences between a Jordanian child and an American child.

Dear American friend,

My name is Ghada and I am in the third grade. I live in Jordan and I want to tell you about it.

First, this is me. However, when I go to school, I wear a uniform. At school, some of my female friends cover their head with a large scarf.

hese are a row of desks
n my classroom. Here
: am taught Arabic, history,
nglish, math, and science.
ometimes I also take
usic and art classes.



School begins at 7:45 a.m. My Christian and Muslim friends line-up in this court yard. We do not have school on Fridays and Sundays. Can you figure out why?

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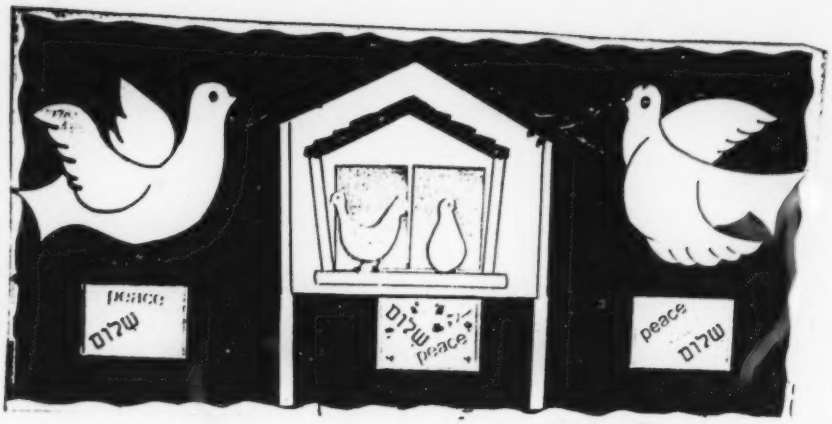

In school we pray for world peace. It is not always peaceful in this area of the world. People fight over land.

After school, I take folk dancing. I have a great appreciation of my cultural heritage.

Sometimes my friends and I go to the park. Often, my mom and little sister also come.

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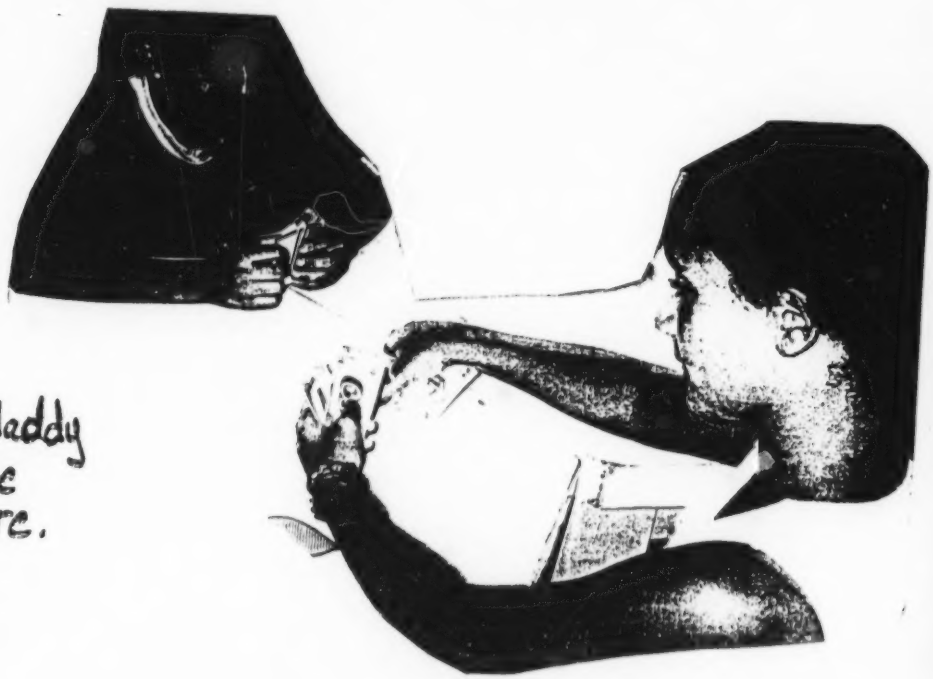
I always have much homework. It is very important to do well in school. At the end of high school, I have to take a very important test. If I do not do well, I can't go to College.

When I am not studying, I love to play Uno with my friend. I hope to get a computer someday. I know they are expensive, but my daddy promises we will get one sometime in the future.



This is the toy store where my grandparents bought me my bike. Now that I am nine years old, I am allowed to ride it up the block to my cousin's house and back! Jordan is a very safe place to live. My mother doesn't worry about me because she knows every family in our community. She knows that it is safe for a kid like me to explore.

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